CCS 300 SECTION I
SERVICE LEARNING: CULTURAL IDENTITY, INCARCERATION, AND INEQUALITY IN MILWAUKEE
FALL 2017
MEETS MONDAYS SEPT 11, 25, OCT 9, 23, NOV 13, 27 FROM 6:00 P.M. TO 7:50 P.M.
EXPERIENCE TIMES ARE CREATED BETWEEN THE STUDENT AND RUNNING REBELS ORGANIZATION
LOCATION: BERG 101

Professor: Jennifer Huck
Email: jhuck@carrollu.edu
Phone: 262.524.7169
Office: Tikalsky House #203
Office Hours: Mondays 1:30 p.m. to 3:30 p.m. and Wednesdays 10:00 a.m. to 12:00 p.m.

Catalog Description:
The Cross-Cultural Experience is a signature component of Carroll’s General Education curriculum, which is characterized by an integrating theme of culture and a requirement for domestic or international cross-cultural experience. This experience challenges students to apply classroom-based examinations of cultural difference and to interact with cultures other than their own in an off-campus setting.

Immersion – In this section of CCE 300, Carroll students will arrange a service experience with Running Rebels http://runningrebels.org/. You will engage a minimum of 40 hours of meaningful interaction with the youth at Running Rebels plus a 20 hour plunge from October 27 to 28. You will read articles about service learning, difference and intercultural communication, and culture, discuss those articles, and reflect upon their experiences in order to earn credit for this CCE course. You will also read Amazing Grace and On the Run to gain insight on the history of youth and how our society/culture contribute to the concerns you will witness within this CCE.

Located in the 53205 zip code of Milwaukee, Running Rebels primarily serves African-American youth between the ages of 7-19. Founded in 1980, Running Rebels is a community organization that provides free tutoring and after-school shelter to neighborhood youth as a deterrent to gang affiliation and general delinquency. Based on their success, they hold several contracts with Milwaukee County to provide adjudicated services for first and repeat offenders. These programs include the Firearms Program, First-Time Juvenile Offenders Program and Serious Chronic Offenders program. Carroll students will be working with youth from both groups to cultivate an understanding of the environmental, systematic and social challenges that can lead to arrest and incarceration as well as to see an antidotal response directly from the community impacted by these challenges. This provides an excellent opportunity to experience restorative, culturally significant approaches to curb criminal behavior outside of systematically punitive methods.

Upon completion of the course, students will understand how cultural hegemony shapes larger systems in ways that can manipulate how minorities are represented and perceived by the dominate class. Additionally, students will be able shed the sweeping notion of “criminal” into a broader understanding of the forces assigning that label to a given individual. Finally, students will be able to explore alternate perspectives of criminality and diversion generated from the viewpoint of another race.
Upon completion of the Cross-Cultural Experience, students will be able to:
1. Analyze similarities and differences between their own culture and a different culture.
2. Demonstrate the ability to interact/communicate/work across cultural boundaries.
3. Relate the cross-cultural experience to their major/minor fields of study.

Upon completion of this specific course, students will have the resources to:
4. Recognize some cultural and societal concerns that increase the risk of incarceration
5. Analyze historical and current trends of youth and their needs to limit the education to prison pipeline
6. Shed the sweeping notion of “criminal” into a broader understanding of the forces assigning that label to a given individual.

**Required Course Materials:**

*Amazing Grace: The lives of children and the conscience of a nation*
By Jonatahn Kozol

*On the run: Fugitive life in an American city*
By Alice Goffman

Viewing of documentary *Milwaukee 53206* on Sept 20 at 6:30 p.m. in the ballroom

Other articles and readings as assigned will be handed out or available on Canvas

**Recommended (available electronically through the library):**

*Social & Cultural Anthropology: A Very Short Introduction*
by John Monaghan & Peter Just
**Class Policies:**

*Attendance:* You are expected to be in class to learn as I am expected to be there to teach. Meetings are **mandatory** as they help you prepare for the experience in a limited time frame. If you must miss due to an extreme emergency you must meet with me and you must develop a means to make-up the missed class time.

*Late assignments:* It is expected that all readings and assignments will be completed in a timely fashion. Late written assignments or in-class activities will not be accepted and will be assigned 0 points. Late is defined as not being turned in at the beginning of class on the due date.

*Academic honesty:* It is expected that you do your own work. I enforce the university policy and all students should be familiar with its terms as stated in the [Student Handbook](#). Students are encouraged to discuss materials and information outside of class, however, do not plagiarize or copy another student’s work. If plagiarism is detected in any of your written assignments, you will receive a zero for that assignment and be reported to the Carroll review board.

*Classroom civility:* Creating an effective and pleasant learning environment requires cooperation, open minds, and willingness to learn. Remember to respond to ideas not people and to treat all with respect. Further, it is expected that you be engaged with the class experience. I do encourage you ask questions, make comments, and create discussions about this subject matter, as these processes are active learning tools. To show respect to the learning environment, your fellow students, and your professor, make sure your cell phone is off. If you are expecting a call due to an emergency, please let me know before class begins. I reserve the right to ask you to leave if you are being disrespectful.

*My Obligations to Students:* A classroom is an opportunity and commitment to learn and grow. As such, you can expect I will provide you with an open and trustworthy learning environment where discussions and questions are welcomed and anticipated. I will do my best to attend all classes and office hours. If class or office hours must be cancelled, I will contact you through email. I will return all work within one week of its due date and offer feedback and evaluation of your work.

*Need for special arrangements:* Students with documented disabilities who may need accommodations, or any student considering obtaining documentation should make an appointment with Ms. Marty Bledsoe, Director of Services for Students with Disabilities, no later than the first week of class. She can be reached by calling 524-7335 or contacting her via e-mail at mbledsoe@carrollu.edu.

*Right to modify course content:* The instructor and the University reserve the right to modify, amend, or change the syllabus (course requirements, grading policy, etc.) as the curriculum and/or program require(s).
**Course Requirements:**

*Reading (learning objective 1, 4, 5)* - The course requires you to be involved actively in the learning process by completing all assigned reading assignments. These assignments are crucial to the success of this course.

*Participation (all objectives)* - This course requires you to be at every class meeting and the immersion experience. Participation includes the class time and immersion experience; mere attendance at these events earns you a D for participation. Your grade increases though your engagement and involvement with the activities as assigned to include discussions, reflections, meditations, speakers, learning activities, journal writing, and anything else deemed necessary for the progression of this experience. To earn an A you must appear attentive, eager, thoughtful, concerned, open-minded, and be willing to reflect and discuss the nuances of this topic during class. I will speak with you if I see any problems or concerns in you meeting this task. Part of the grade is earned through completion of the volunteer/service hours as demonstrated by the hour log (see below). This is worth 100 points.

The following is a helpful guide in earning participation points:

**A** = you engage in most classes/immersion most of the time in a productive manner. You come to class, take notes, actively learn, talk in large and small groups with meaningful information or points. You test out information and opinions and act as a leader of the classroom without being too overbearing. I can tell you know the information and are reading assignments. You do not use a cell phone. You complete all 60 hours of service learning.

**B** = somewhere between an A and C. You complete all 60 hours of service learning.

**C** = you engage in the class/immersion but are not always an active participant. You come to class, take notes, talk in large and small groups. You do what is required of you and meet the status quo. I can tell you know the information and are reading assignments. You tend to not use a cell phone. You complete all 60 hours of service learning.

**D** = somewhere between a C and F. Some hours are not completed – more than 45 hours.

**F** = Miss classes/immersion experiences and are not actively involved in the learning process. Use a cell phone often. You are sometimes engaged in the small groups or large groups but to a degree where I question your preparedness. Less than 45 hours completed.

*Hour log (learning objective 2):* you must turn in an hour log that verifies you completed the volunteer/service learning hours. This must be signed by Running Rebels and be turn in no later than December 18. This grade is part of participation listed above.

"
“The true strength in our classroom lies in the collaboration of learners not in the knowledge of one expert”

(not sure who this is from but it is not original to me)"
**Journal (learning objective 1, 3, 4, 5, 6)** - You will be asked to write three different types of journal entries in this course. The reading logs and service learning logs are to be uploaded to MyCourses whereas the reflection entries are hand-written during class.

I will grade it by looking at your reflections and seeing the type of work and effort you place in the writings. I will not be looking for content per se but that you attempt to wrestle with the ideas provided.

*Reading Logs:* For each chapter read of Kozol (six) and Goffman (seven), enter into your journal:

1. What is the main idea from the chapter?
2. What did this chapter make you think about? Explain
3. How did this chapter make you feel? Explain why
4. Connect this chapter to something from this class, another class, or service learning

*Service Learning Logs:* After each CCE experience, write into your electronic journal. Please turn them in at 10 hour increments (or as close as possible):

1. What did you experience today?
2. What did you learn today?
3. What are you thinking today?
4. What are you feeling today?
5. What questions or concerns do you have?

*Reflection entries:* These will be completed at the end of each class session.

These entries will be assigned by the professor through specific questions. In general, the entries should be focused on the question, provide thoughtful ideas, demonstrate your preparedness for the course/immersion, show connection of ideas, and be detailed. This will be hand-written and turned in prior to the end of class.

*Plunge Reflection and Participation:* You must attend a plunge into the Milwaukee neighborhood on Friday October 27 to Saturday October 28. The details are being finalized. We will be spending the night at St. Bens, visiting the MSDF prison, speaking with various community advocates, ex-inmates, and others to help us understand the role of culture in our lives. This is mandatory. A reflection is assigned at the end of the plunge, which is worth 20 out of the 50 plunge points. Reflection is due November 10.

*Final Reflection (all objectives)* – At the end of the semester, you will use your journals, memory, service hours, class material, and class discussions to produce a reflection. We will talk about this towards the middle of the semester to create a project that will work for everyone within confounds of the signature assignment needed for the CCE 300 course. This is worth 50 points.
Grading:

<table>
<thead>
<tr>
<th>Course Requirement</th>
<th>Points</th>
<th>Percentage of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation and hours</td>
<td>100</td>
<td>22.2</td>
</tr>
<tr>
<td>Book log journal</td>
<td>140</td>
<td>31.2</td>
</tr>
<tr>
<td>Service learning log journal</td>
<td>40</td>
<td>11.7</td>
</tr>
<tr>
<td>Reflection Journals</td>
<td>60</td>
<td>13.6</td>
</tr>
<tr>
<td>Plunge (Oct 27 to 28)</td>
<td>50</td>
<td>11.4</td>
</tr>
<tr>
<td>Final Reflection</td>
<td>50</td>
<td>11.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>440</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Grades will be assigned using the percentages below.

- **A** 93-100
- **A/B** 88-92
- **B** 83-87
- **B/C** 78-82
- **C** 70-77
- **D** 60-69
- **F** 0-59

**NOTE:** Only work assigned by and submitted to the instructor of record will count toward the final grade.
CLASS SCHEDULE

What follows is the tentative schedule for the class. The dates are subject to change, depending on class progress and at the discretion of the instructor of record. Students who miss class are responsible for finding out whether schedule changes were announced.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept 11</td>
<td>Introduction to the course Communication and confusion</td>
<td>Monaghan and Just 1, 2 Don’t forget 53206 video on Sept 20</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sept 25</td>
<td>Culture review</td>
<td>Article: Breaking the Silence Kozol 1, 2 Reflections Hours</td>
</tr>
<tr>
<td></td>
<td>Culture and Communication</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oct 9</td>
<td>Culture review</td>
<td>Articles: Lives that Matter and Theory of Service Learning Kozol 3, 4 Reflections Hours</td>
</tr>
<tr>
<td></td>
<td>Service learning – its purpose, direction, and why it matters</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oct 23</td>
<td>What impacts who we are?</td>
<td>Goffman 1, 2 Reflections Hours</td>
</tr>
<tr>
<td></td>
<td>Lottery of Birth</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>October 27 to 28</td>
<td>Plunge</td>
<td>Goffman 3, 4, 5 Plunge Reflection (due Nov 10)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nov 13</td>
<td>Cultural creations of social problems: poverty, education, employment</td>
<td>Kozol 5, 6 Reflections Hours</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nov 27</td>
<td>Wrapping it all up – where do we go from our experiences and knowledge gained about culture</td>
<td>Article: Culture of Poverty Goffman 6, 7 Hours</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dec 18 by 5:00 p.m.</td>
<td></td>
<td>Final Reflection Hour log – signed by Running Rebels</td>
</tr>
</tbody>
</table>